

Indiana Standards for Teachers of Career & Technical Education

Standard #2: Knowledge of the Content and Instructional Resources.

The Career and Technical (vocational) teacher demonstrates knowledge of content and instructional resources pertaining to basic skills, the world of work, and the skills and processes of industry. See Appendix A for Family and Consumer Sciences modifications.

Appendix A: Modifications to Standard #2 for Teachers of Family and Consumer Sciences:

The Family and Consumer Sciences teacher demonstrates mastery of Family and Consumer Sciences academic content standards (as follows) and instructional resources pertaining to the integration of basic skills in school, family, community, and work settings.

1.0 CAREER, COMMUNITY, AND FAMILY CONNECTIONS

- 1.1. Analyze personal life plan in relation to family, career, learning, leisure, and community goals.
- 1.2. Analyze careers and career pathways in relation to personal aptitudes, interests, principles, and desired lifestyle.
- 1.3. Demonstrate the process of analyzing career paths in Family and Consumer Sciences.
- 1.4. Demonstrate transferable and employability skills in school, community, and workplace settings.
- 1.5. Demonstrate appreciation of human worth and acceptance of responsibility for one's actions and success in family and work life.
- 1.6. Demonstrate responsible citizenship and leadership in school, family, community, and work settings.
- 1.7. Analyze strategies to effectively manage multiple individual, family, career, and community roles and responsibilities.
- 1.8. Analyze the impact of individual and family participation in community activities on both the family and the community.
- 1.9. Analyze factors related to providing family and community services for individuals and families with a variety of needs, issues, and conditions.

2.0 CULINARY ARTS AND FOOD SERVICE

- 2.1. Demonstrate industry applications of principles of food acquisition, handling, preparation, and service, such as: quantity meal planning and cooking, commercial equipment operation, customer and employee relations, and business management practices.
- 2.2. Integrate knowledge, skills, and practices required for careers in the food industry.
- 2.3. Demonstrate the process of analyzing career paths in food production and services, hospitality, and tourism industries.

3.0 CONSUMER ECONOMICS AND RESOURCE MANAGEMENT

- 3.1. Examine the reciprocal relationships between consumer behaviors and economic factors such as scarcity, supply and demand, market structure, financial institutions, labor productivity, economic stabilization, and trade.
- 3.2. Examine government roles, actions, and policies and their effects on individuals, families, businesses, communities, and societies.
- 3.3. Analyze impact of consumer laws, practices, rights, and responsibilities on personal, family, community, and work life.
- 3.4. Distinguish benefits of conservation and the preservation of natural resources and protection of the environment in personal and family resource management decisions.
- 3.5. Analyze impacts of advertising, public policies, economic conditions and consumer decisions on resource management to meet family needs and wants, energy conservation, and environmental issues.
- 3.6. Evaluate the role of values and standards in developing short and long term goals.
- 3.7. Demonstrate resource management processes in the management of individual and family resources including time, money, energy, and other human resources.
- 3.8. Demonstrate management of individual and family resources to provide for food, clothing, shelter, health care, education, recreation, transportation, and other family needs and wants.
- 3.9. Use financial management processes in budgeting, banking, comparative shopping, saving, investing, using credit, purchasing insurance, and paying taxes.
- 3.10. Demonstrate the process of analyzing career paths within consumer economics and resource management industries.

4.0 EARLY CHILDHOOD EDUCATION

- 4.1. Evaluate developmentally appropriate experiences that enhance growth and development of infants, toddlers, preschoolers, and school-age children.
- 4.2. Access, evaluate, and utilize current and emerging research related to child growth and development to assess early childhood practices and procedures.
- 4.3. Analyze components of an integrated curriculum that incorporates a child's language, learning styles, home experiences, cultural values, and any special needs.
- 4.4. Devise nonviolent, proactive strategies to prevent and manage conflict between children and between adults and children.
- 4.5. Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture, ethnicity, and special needs related to children, parenting, and child nurturing practices.
- 4.6. Demonstrate the process of analyzing career paths in early childhood, education and services.

5.0 FAMILY AND CONSUMER SCIENCES PROCESS AREAS: CRITICAL THINKING, COMMUNICATION, LEADERSHIP, MANAGEMENT

- 5.1. Apply critical thinking processes, such as: to assess source, reliability, and adequacy of information; to classify, compare, and contrast ideas; to identify premises and conclusions;

- to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumption, biases, and values, to address problems in diverse family, community, and work environments.
- 5.2. Apply creative thinking processes, such as: lateral and vertical thinking; generation and exploration of ideas; selecting relevant information; networking or webbing; redefining the problem; and identifying multiple solutions, to address problems in diverse family, community, and work environments.
 - 5.3. Apply components of "best practices" in communication, such as: verbal and nonverbal behaviors and attitudes; listening and feedback techniques; applications of technology; and impacts of interpersonal roles, functions, and styles.
 - 5.4. Demonstrate communication that reflects ethical principles and sensitivity to the diverse perspectives and needs of others.
 - 5.5. Create an environment that encourages and respects the ideas, perspectives, and contributions of all participants.
 - 5.6. Appreciating human worth and accepting responsibility for one's actions and success in family and work life.
 - 5.7. Demonstrate collaborative leadership and teamwork processes in which participants identify a common vision, cooperate with each other to achieve that vision, and share responsibility for achieving and evaluating results.
 - 5.8. Choose responsible actions using established standards, such as: aesthetic, health and safety, environmental, economics, and/or ethical standards.
 - 5.9. Apply management and decision-making processes:
 - 5.9.1. Analyze a situation and identify recurring and evolving concerns facing families and communities.
 - 5.9.2. Determine standards, criteria, goals, or valued ends.
 - 5.9.3. Examine information about context, resources, and alternative actions.
 - 5.9.4. Evaluate choices for alternative actions and potential consequences.
 - 5.9.5. Select a course of action.
 - 5.9.6. Form a plan of action and timeline.
 - 5.9.7. Take action.
 - 5.9.8. Evaluate action and results.

6.0 FAMILY AND INTERPERSONAL

- 6.1. Analyze the impact of family as a unique, dynamic system on individuals and society across the life span.
- 6.2. Examine historical/contemporary and cultural perspectives of family structures.
- 6.3. Analyze functions, expectations and standards that guide behavior in various types of interpersonal relationships.
- 6.4. Analyze diverse perspectives, needs, and characteristics of individuals and families and their impacts on relationships across the lifespan.
- 6.5. Evaluate the role of self-awareness in individual and family well-being.
- 6.6. Demonstrate communication skills that contribute to positive relationships.

- 6.7. Evaluate effective conflict prevention and management principles and procedures.
- 6.8. Examine the ethical and practical implications of public policies, technologies, and management techniques on the well-being of individuals, families, and communities.
- 6.9. Explain principles and practices of family planning, including responsible sexual behavior.
- 6.10. Demonstrate the process of analyzing career paths in family and community services.

7.0 HEALTH, NUTRITION AND WELLNESS

- 7.1. Use dietary guidelines, nutrition principles, and research/data on dietary practices and other wellness-related practices to attain and maintain individual health and wellness.
- 7.2. Relate health, nutrition, and life choices, including physical activity and fitness, to individual and family wellness.
- 7.3. Analyze impacts of emerging science and technologies in light of ethical standards related to food, nutrition, wellness, and related issues.
- 7.4. Analyze factors that contribute to personal and family nutrition and wellness practices across the life span.
- 7.5. Distinguish cultural influences on individual and family food preferences and practices.
- 7.6. Evaluate functions and sources of nutrients and factors that affect food quality and nutrient retention.
- 7.7. Synthesize principles of food acquisition, handling, preparation, and service to meet long term nutrition and food needs and preferences of individuals, families, and communities.
- 7.8. Demonstrate safety and sanitation standards and practices in selection, preparation, handling, and storage of food.
- 7.9. Examine the effect of global factors on the production, supply, and distribution of food.
- 7.10. Demonstrate the process of analyzing career paths in nutrition, wellness, food science, and related technology.

8.0 HOUSING AND DESIGN

- 8.1. Analyze impact of America's housing heritage and historic design of housing, interiors, and furnishings on today's housing resources and options.
- 8.2. Analyze blue prints and floor plans for efficiency and safety of factors such as traffic flow, activity zones, public and private areas, storage, space utilization, and electrical and mechanical systems.
- 8.3. Generalize principles of space planning, environmental and energy conservation, and influences of technology on housing and the environment.
- 8.4. Distinguish advantages, disadvantages and regional differences of exterior housing construction; interior fabrics, floor coverings, furnishings, and textiles; and window styles and treatments.
- 8.5. Apply art and design principles to interior fabrics, floor coverings, furnishings, and textiles.
- 8.6. Evaluate comfort, conservation, and safety in housing, interiors, and furnishings in relation to electric and gas residential equipment decisions and reduction of energy use.
- 8.7. Determine benefits of regular care, periodic maintenance, and improvements of housing and

interiors.

- 8.8. Demonstrate the process of analyzing career paths in merchandising and design of housing and interiors, residential and commercial materials, furnishings, equipment, textiles, and related technology.

9.0 HUMAN DEVELOPMENT

- 9.1. Analyze principles of physical, emotional, social, intellectual, cultural, and moral growth and development across the life span.
- 9.2. Analyze biological, physical, social, economic, cultural, familial and technological conditions that influence human growth and development.

10.0 PARENTING

- 10.1. Analyze roles and responsibilities of parenting.
- 10.2. Analyze physical and emotional factors related to beginning the parenting process.
- 10.3. Evaluate parenting and nurturing practices and strategies that maximize human growth and development across the life span.
- 10.4. Use current and emerging research on human growth and development and parenting to assess common parenting practices.
- 10.5. Demonstrate communication skills that contribute to positive parent/child relationships.
- 10.6. Identify strategies for adapting to various parenting situations.
- 10.7. Evaluate external support systems that provide services for parents.

11.0 TEXTILES AND APPAREL

- 11.1. Determine criteria for selecting textiles and apparel products to meet needs of individuals, families, and communities.
- 11.2. Evaluate factors that impact textile and apparel choices of individuals and families across the lifespan, including historical, cultural, economic, physical/biological and technological influences.
- 11.3. Apply principles and elements of design to the selection of textile and apparel products for a variety of end uses.
- 11.4. Apply concepts and principles of textile science and technology to the selection and care of textile and apparel products and services.
- 11.5. Assess social, psychological, and economic aspects of textiles and apparel and their relationship to available quality, cost, style, and other consumer aspects.
- 11.6. Demonstrate skills needed to produce, alter, and repair textiles products and apparel.
- 11.7. Demonstrate the process of analyzing career paths in apparel merchandising, apparel design, household textiles and design, textile sciences, and related technology.